

Silver State Connector



**Happy National School Counseling Week from the
Office of Career Readiness, Adult Learning &
Education Options!**

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Nevada Department of Education

Office of Career Readiness, Adult Learning & Education Options

755 N. Roop Street, Suite 201
Carson City, Nevada 89701
(775) 687-7300
Fax: (775) 687-8636

Editor: Marina McHatton
mmchatton@doe.nv.gov

Nevada Department of Education

Dale A.R. Erquiaga
Superintendent of
Public Instruction

Steve Canavero
Deputy Superintendent for
Student Achievement

Mindy Martini
Deputy Superintendent for
Business and Support Services

Michael Raponi
Director, Office of Career Readiness,
Adult Learning, & Education Options

Celebrating National School Counseling Week!

National School Counseling Week, sponsored by the American School Counselor Association (ASCA), will be celebrated from Feb. 2–6, 2015, to focus public attention on the unique contribution of professional school counselors within U.S. school systems and how students are different as a result of what school counselors do. National School Counseling Week highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career.

<http://www.schoolcounselor.org/school-counselors-members/about-asca-%281%29/national-school-counseling-week>

"We are no longer 'guidance counselors' only focused on graduation and course selection for students. We are Professional School Counselors who focus on the academic, persona/social AND career development of ALL students."





Samsung's "Solve for Tomorrow" State Winner: Galena High School

by Alex Kyser

Teachers from across the country completed the Solve for Tomorrow online application. Five teachers per state were selected to submit a lesson plan outlining how they will address the challenge ***"Show how STEM can be applied to help improve your local community."***

Nevada's five teachers were from the Advanced Technologies Academy, Galena High School, Basic High School, Churchill County High School, and Academy of Arts, Careers, and Technology. One teacher per state was chosen as the state winner and received a Samsung camcorder and laptop to video showcase their solution. State winners also receive \$20,000 in technology for their school.

This year's state winner is Galena

High School from Reno. Galena High School will now compete at the National Final and have a chance to earn \$35,000 in technology for their school. If chosen as a national finalist they will then compete to be a national winner and receive \$120,000 in technology for their school and a trip to our Nation's Capital to attend the national awards celebration. Congratulations to the five teachers that made the initial cut and good luck Galena High School.

Galena High School submission:

The main idea of the winning project is to understand and identify limitations that prevent physically-challenged and intellectually-disabled individuals from experiencing an independent lifestyle. Although the issue occurs worldwide, we will focus our project on a small contingent of students within our own school, specifically those who are wheelchair-constrained. Through the application

of STEM principles and various forms of scientific measurement, we will facilitate their success in acquiring purposeful life skills by designing adaptive equipment. The students will learn, understand, and employ the design process to solve problems involving our disabled students. They will describe the roles and experiences of specialists who are involved in the care of physically-challenged and intellectually-disabled individuals. They will utilize critical thinking skills to plan and conduct research, solve problems, and make informed decisions using pertinent tools and resources. They will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using 3D design software, and they will develop 3D-printed prototypes and recommendations that focus on inclusion of the target students within our general population.

Advantages of CTE for Students

- Provides a path to college
- Provides a pathway for high-skill, high-wage, or high-demand careers
- Provides a solid academic foundation
- Provides valuable technical skills
- Provides career focus
- Provides additions for resumes and job applications
- Provides opportunities for job advancement
- Empowers students

New CTE Assessments for 2014-2015

The following **13 new assessments** will be administered this year:

- Aerospace Engineering
- Automotive Service Technician
- Criminal Justice
- Diesel Technology
- Electronic Engineering
- Foods and Nutrition
- Human Development
- Interior Design
- Law Enforcement
- Mechanical Engineering
- Pharmacy Practice
- Radio Production
- Theatre Technology

CTE Testing Dates for 2015:**Workplace Readiness Skills**

3/9–4/17

End-of-Program Technical Assessments

4/6–5/14

Retakes

6/1–6/12



- ◆ *Become familiar with the CTE Course Catalog.*
- ◆ *Students must be enrolled following the program's prerequisites or course sequence per the CTE Course Catalog.*
- ◆ *Students need a 3.0 in their program of study, and pass both the Workplace Readiness and End-of-Program Assessments in order to receive the CTE Certificate.*

Career Readiness and CTE College Credit

*Mike Raponi, Director
Office of Career Readiness, Adult Learning & Education Options*

For many years, high school students have earned postsecondary credits through the completion of CTE coursework; the mechanism for this to occur is the articulation agreement, where each college (CSN, GBC, TMCC and WNC) has separate articulation agreements with school districts to award credit based on the alignment of the secondary and postsecondary courses. Hundreds of such agreements exist. Until now, the requirements to earn the college credits have been students must be in the 11th or 12th grade and earned an A or B in the courses approved for college credit, as per the articulation agreement.

To earn the state Certificate of Skill Attainment, the student must (1) complete a 3-credit CTE core course sequence (i.e., IT Networking I, II and III) with a 3.0 GPA; (2) pass the related state end-of-program technical assessment; and (3) pass the Workplace Readiness Assessment for Employability Skills.

Now, students who earn the state Certificate of Skill Attainment will also qualify for CTE College Credit. We have raised the bar to earn this credit but at the same time, hopefully, will incentivize program completion by virtue of the numbers of students seeking the Certificate of Skill Attainment. The Certificate now has added value.

The ultimate goal of all of this is to fast-track students to a first-level postsecondary credential and beyond after high school. Those credentials are approved by NSHE and include industry certifications, certificates of completion (30

credits), and associate degrees. These credits will also align to the new Bachelors of Technical Science degree programs colleges are implementing. Depending on the CTE program and articulation agreement, students can potentially qualify for 6-16 college credits free of charge upon graduation from high school, saving valuable time and money.

To lay the foundation for this new structure, State Superintendent Dale Erquiaga, signed an MOU with each participating college. According to the MOUs and a new policy agreed upon by the Department and the Board of Regents, new statewide articulation agreements will be developed between the colleges and the Department of Education. This new structure will help streamline the process by reducing the number of individual articulation agreements, because each college will now develop only one agreement for each CTE program compared to multiple agreements for the same program with each qualifying school district.

The MOUs and other information about CTE College Credit are posted on our new webpage at:

http://cteae.nv.gov/Career_and_Technical_Education/CTE_College_Credit/

This is somewhat of a new frontier for setting up a state system to fast-track students to a postsecondary credential. This represents an important part of our work in preparing students for gainful employment.



New Assessments Administered in High School This School Year as the High School Proficiency Exam is Phased Out

*Judy Osgood
Public Information Officer
Nevada Department of Education*

With the passage of Assembly Bill 288 in 2013, Nevada's graduation requirements have changed. This year, students in Nevada will participate in four new End-of-Course (EoC) Exams and all 11th graders will take a College and Career Readiness (CCR) assessment. The transition from Nevada's High School Proficiency Exam (HSPE), which ends for the graduating class of 2016, is a complex one. School counselors play an important role in helping parents and students understand this transition. This article provides answers to some of the most frequently asked questions about Nevada's new high school tests and the phase-out of the High School Proficiency Exam (HSPE).

HSPE Phase-Out

Students in the Class of 2016 (11th graders this year) will be the last class of high school students required to pass each of the HSPEs. These students took the writing section of the HSPE for the first time in fall 2014 and will have the opportunity to retake any other sections they have not passed.

When will the HSPE no longer be administered to high school students who are members of the graduating class of 2016?

The last HSPE tests will be administered in summer 2016 to provide this cohort with every opportunity to pass the HSPE. The HSPE will continue to be administered beyond summer 2016 for certain student populations (i.e., special education and adult education students).

Why are we administering the science HSPE to 10th graders this year?

Passing the state's HSPE in Science is NOT required for high school graduation for the Class of 2017 and beyond. However, taking the test in the 10th grade is required for federal school accountability. The Science HSPE will continue to be administered until an End-of-Course exam in Science is given in 2017.

College and Career Readiness (CCR) Assessment

What is the CCR assessment for school year 2014-15?

The ACT is Nevada's CCR assessment that will be administered this school year to all 11th graders in public schools.

Will the statewide administration of ACT include writing?

Yes. Nevada has contracted for administration of the ACT Plus Writing.

Will there be a passing score established for the ACT for graduation purposes?

No. Although participation is mandatory, a particular score on the CCR assessment is not required for graduation.

When will the ACT be administered to students?

Statewide administration of the ACT will occur on April 28, 2015 with a make-up date on May 12, 2015.

What if a student misses both ACT test dates in 11th grade?

The Department is currently working with ACT to develop a procedure for 11th grade students who miss both designated state testing dates in spring 2015. Most likely, students who did not take the CCR assessment in 11th grade will be allowed to take the test during the state testing time in their 12th grade year.

Will students who took the ACT Plus Writing prior to grade 11 be required to participate in the statewide administration of ACT?

No. However, if a student has taken only the ACT without the writing element they must participate in the statewide administration.

Will students be able to have scores from the statewide administration of ACT Plus writing sent to colleges/universities of their choice?

Yes. The ACT student answer document allows for the student to add up to 4 organization codes indicating where they would like their scores sent.

How will students receive their individual student reports?

Individual student reports will be sent to the district's Test Directors for distribution. Additionally, students will have the opportunity to create an ACT account to receive scores electronically.

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New Assessments Administered in High School This School Year as the High School Proficiency Exam is Phased Out

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End of Course (EOC) Examinations

What courses are tested by the EoC exams this year?

The EoC exams will consist of Math I & Math II and ELA I & II.

- Math I with a focus on Algebra I
- Math II with a focus on Geometry
- ELA I with a focus on reading comprehension
- ELA II with a focus on writing

Are the EoCs computer-based or paper-based?

The EoC exams will be paper-based.

When do students take the EoC exams?

Each EoC exam will be administered between May 4–29, 2015.

Are students required to pass EoC exams prior to graduation?

While districts must ensure that students graduating in the classes of 2017 and 2018 (grades 9 and 10 in school year 2014-15) take EoC exams upon completion of a tested course, no “passing” score is established for these students. Beginning with the class of 2019 (students in grade 8 this year), students must achieve a passing score that will be determined following the spring 2015 administration of the tests.

Some students in 9th or 10th grade this year took Algebra 1 and/or geometry in middle school. Are these students still expected to take the Math 1 and Math 2 EoC exams?

Yes. Students in the classes of 2017 and 2018 who took any of the EoC courses prior to high school must participate in four EoCs and pass a class that is aligned to the exam.

Is passage of the exam required for or tied to course credit?

No. To graduate with a regular diploma, a student must earn 22.5 credits and participate in four End of Course exams.

How many exams will freshmen and sophomores take *this year*?

The number of exams a student will take this year depends on their eligibility based on courses they are enrolled in or have taken. Students who are enrolled in or have taken courses that align to the standards being tested in the EoCs will be eligible to take the exam for those courses this year. Some students in 9th or 10th grade this year took Algebra 1 and/or Geometry in middle school.

Scholarship Bulletin:

2015 Clean Tech Competition
Challenge your students to “Feed the World”
Win up to \$10,000!
REGISTER YOUR STUDENTS TODAY!

2015 is finally here. Why not start off the New Year by registering your students to use their scientific skills to “Feed the World”? World hunger has been an ongoing problem for years; let’s not let that continue in 2015. You can engage the power of today’s youth to build a better future by signing up for the 2015 Clean Tech Competition, a worldwide student challenge.

The Clean Tech Competition:

- Is a **global, real-world, research and design challenge** for students ages 15-18
- Provides an ideal **project based learning** opportunity, both inside and outside the classroom
- Is a platform for students to explore ideas, present solutions, and make a positive difference
- Has **no entry fee**.
- Awards include **top prize of \$10,000** for your team and **\$1,000** for your school/organization
- Connects finalist teams with a STEM advisor to create a prototype of their solution and present to a live panel of judges

Register now for tips and guidance from competition administrators!

Learn more and register at:
www.CleanTechCompetition.org

“Get the Word Out” campaign promoting careers and career opportunities in the education, health, and helping professions

- ◆ Promotes school-based careers and career opportunities in education, health, and helping professions.
- ◆ Addresses Nevada’s school-based personnel shortages of audiologists, counselors, nurses, occupational therapists, physical therapists, psychologists, speech-language pathologists, and special education teachers.
- ◆ Provides information to middle school, high school, and higher education counselors and advisors about school-based careers in the education, health and helping professions.
- ◆ Provides information about each of the eight school-based careers via the Nevada Speech-Language-Hearing Association (NSHA/NV) Coalition website: www.nvcoalition.com

Background

The Coalition’s “Get the Word Out” campaign focuses on recruiting middle school, high school, college and university students into one of the eight (8) identified professional areas of need for future employment in Nevada school districts and early intervention programs to meet their personnel demands in various special education positions.

These eight areas, which are considered providers of special education and related services, are **school (educational) audiologists, school counselors, school nurses, school occupational therapists, school physical therapists, school psychologists, school speech-language pathologists, and special education teachers.**

Why and What

Nevada school districts continue to face persistent personnel shortages in special education and related services. The Coalition establishes and maintains communication with middle school, high school, and higher education counselors and advisors as they advise students on their future career choices through the “Get the Word Out” campaign.

How

The “Get the Word Out” campaign provides information about each of the eight identified areas of need, majors associated with each area, contact information, career outlook, and more. Nevada’s middle school and high school counselors, college and university counselors and advisors can receive information via presentations and the NSHA/NV Coalition’s website: www.nvcoalition.com.

Nevada Department of Education – December 2014
NSHA/NV Coalition “Get the Word Out” Campaign Info Sheet

Contacts

Mrs. Christine Verre-Tierney, M.S. CCC-SLP, NSHA/NV Coalition co-chair
christineverre@sbcglobal.net; 775.544.6967
Mrs. Nancy Kuhles, M.S. CCC-SLP, NSHA/NV Coalition co-chair
nkuhles119@gmail.com ; 775.825.4886
Ms. Marva Clevon, Nevada Department of Education
mclevon@doe.nv.gov; 775.687.9146

Websites

National Coalition to Address Personnel Shortages
Nevada Department of Education
Nevada Speech-Language-Hearing Association
Nevada Speech-Language-Hearing Association/Nevada Coalition

www.specialedshortages.org
www.doe.nv.gov
www.nvsha.org
www.nvcoalition.com

Counselor Corner



SELF-HARM AND SUICIDE

One of my students has recently shared with me that she often cuts herself. Should I contact her parents immediately, or should I meet with her a few times first to establish trust and try to get her to either tell her parents herself or allow me to do so? For me, the issue is not as black and white as I wish it were.

Black and white doesn't always fit for ethical decision-making. In this case, you'll need to assess her cutting behaviors and intentions. If your assessment indicates her intentions are suicidal ideation, of course you should take immediate action and inform her parents and develop a crisis plan. If her actions don't indicate imminent danger, then it is important to understand her cutting conduct and assess the level of her addiction to this behavior. The relationship you have developed with the student may be the open door to guide her to disclosure of this behavior to her parents.

What is the school counselor's role when a student threatens suicide? Should the parents be notified? Should the school administrators be notified?

Until the *Eisel vs. Montgomery County Board of Education* court case (1991), courts consistently found that school counselors did not "owe a legal duty" to prevent a student's suicide. *Eisel* strengthened school counselors' legal obligation to students by satisfying for the first time the first element of negligence and declaring that school counselors have a special relationship with students and owe a duty to try to prevent a student's suicide. The court in the *Eisel* case cited as critical the *in loco parentis* doctrine, which means that educators, including school counselors, are legally standing in for parents and owe a special duty to exercise reasonable care to protect a student from harm. The court concluded school counselors have a duty to use reasonable means to attempt to prevent a suicide when they are placed on notice of a student's suicidal intent.

The Maryland Court of Appeals in the *Eisel* case ruled that school counselors had a duty to notify the parents of a 13-year-old student about the suicidal statements she made to fellow students.

A school counselors' legal liability ends when school authorities or parents have been notified that a student is at risk, and appropriate action has been recommended. School counselors should be sure to document their notification. However, a school counselor's ethical obligation to a suicidal student may extend beyond parental notification. If a student isn't helped after notifying parents or guardians, then the student's counseling needs haven't been met.

Read more about student suicide:

[Suicide: A Duty Owed](#) (ASCA School Counselor, March/April 2003)

[Student Suicide: Legal and Ethical Implications](#) (ASCA School Counselor, May/June 2012)



**ASCAMINDSETS
& BEHAVIORS
FOR STUDENT SUCCESS**

The "ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student" describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

[Download](#) the ASCA Mindsets & Behaviors for Student Success.

